



## Child-Initiated Learning: Exploration and Implementation March 12, 2019

### Reggio Emilia Exhibit: Wonder of Learning-Wisconsin 2019 Exploration and Small Group Guidance

As you visit the exhibit, keep the following as the core of your exploration:

- Your Professional Role
- The Wisconsin Model Early Learning Standards Guiding Principles (see last page)
- The Guiding Principles of Reggio Emilia (see last page)
- The Wisconsin Model Early Learning Standards
- The Wisconsin Academic Standards
- Other Relevant Standards or Competencies (ex. Head Start Early Learning Outcomes Framework)

With that framework, reflect and consider how the Reggio Emilia and child-initiated approach to learning fit within any/all of the following and their components:

- WI Model Early Learning Standards-Teaching Cycle
- WI Educator Effectiveness/Effectiveness Project
- Implementation Science
- Other Cyclical Processes of Assessment, Planning, Implementation...

Record your notes, questions, ideas, newly learned-information, fears, barriers, etc. within the general headings below. *Upon return to the hotel, each group will have 45 minutes to discuss their notes and record key highlights/questions on a flip chart. Information will then be shared with the larger group through a poster walk, small group report, facilitated discussion, and shared learning.*

#### Assessment/Information Gathering/Self-Review:

Planning/Curriculum/Developing an Infrastructure (resources/strategies):

Implementation & Ongoing Assessment/Reflection:

Additional Questions to Consider:

1. How does the exhibit and approach to child-initiated learning “fit” with the requirements of your system (such as assessment needs, required screenings, program evaluation, supervisory roles, pre-service and professional development, etc.)?
2. How does the exhibit and approach to child-initiated learning fit with your current organization’s philosophy of educating and supporting young children?
3. What excites you the most about child-initiated learning? What opportunities do you see?
4. What is one thing that you will implement or try? Or one change in “thinking” about how you approach your work?
5. What challenges exist for starting or expanding a child-initiated approach to learning?
6. How might these challenges be lessened? What would be needed?

## ***The Guiding Principles of Reggio Emilia***

*(As articulated by Preschool of the Arts, A Reggio-Emilia inspired Early Childhood program in Madison, Wisconsin)*

### **The image of the child as capable and strong.**

Children are resourceful and capable of expressing themselves through a variety of forms.

### **Teacher as nurturer, research, and guide.**

Teachers collaborate with children, families, and colleagues through engagement and ongoing discussions and reflections.

### **Environment as third teacher.**

Every space has an identity and a purpose, is rich in potential to engage and is valued and cared for by adults.

### **Curriculum is negotiated.**

Teachers facilitate children's exploration of short-and long-term investigations, and guide experiences of shared, open-ended discovery and problem solving.

### **Documentation as communication.**

Documentation makes visible the learning that takes place within the classroom community.

### **Parent as partner.**

Parents play an active role in their children's learning experience, and help ensure the welfare of all children in the school.

### **Additional Note Space:**

## ***The Wisconsin Model Early Learning Standards Guiding Principles***

1. All children are capable and competent.
2. Early relationships matter.
3. A child's early learning and development is multidimensional.
4. Expectations for children must be guided by knowledge of child growth and development.
5. Children are individuals who develop at various rates.
6. Children are members of cultural groups that share developmental patterns.
7. Children exhibit a range of skills and competencies with any domain of development.
8. Children learn through play and the active exploration of their environment.
9. Parents are children's primary and most important caregivers and educators.